



MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY

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Southglade Primary and Nursery School

Mental Health and Emotional Wellbeing Policy



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1. Policy statement

'Mental Health is a state of wellbeing in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community' (World Health Organisation)

At Southglade Primary and Nursery School we aim to promote positive mental health and emotional wellbeing for our whole school community; pupils, staff, parents and carers and governors and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We have a supportive and caring ethos where each individual and contribution is valued and all individuals can be supported whether affected directly or indirectly by mental ill health.

2. Policy Aims

Our school aims to:

- Create an environment where all pupils have a sense of belonging and feel safe
- Enable pupils to feel they can talk openly with a trusted adult about their problems without feeling any stigma
- Provide opportunities for pupils to develop their confidence and self-esteem
- Develop resilience amongst pupils and raise awareness of resilience building techniques
- Promote positive mental health and emotional wellbeing in all pupils and staff
- Increase understanding and awareness of common mental health issues
- Enable staff to identify and respond to early warning signs of mental ill health in pupils including types of support and how and when to access this support for pupils and their parents/carers
- Support staff in relation to looking after their emotional wellbeing

3. Scope

This policy is a guide to all staff – including non-teaching and governors – outlining our school's approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies including:

- Safeguarding
- SEND
- Looked after Children
- Supporting Pupils with Medical conditions
- Behaviour

- Attendance
- Anti-bullying
- PSHE
- RHE
- SMSC

This policy supports the Nottingham Emotional Health and Resilience Charter.

<http://www.nottinghamschools.org.uk/teaching-and-learning-support/emotional-health-and-wellbeing/>

4. Key staff members

We believe that all staff have a responsibility to promote positive mental health and to understand about protective and risk factors for mental health in pupils. There are also key members of staff who have specific roles to play including contributing to the School Mental Health Team. These are:

- Designated Safeguarding Lead – Mrs Jo Rowlett
- SENCO – Mrs Fern Griffiths
- Head Teacher / Senior Mental Health Lead – Mrs Alison Thomas
- Mental Health First Aid Champion – Mrs Julia McCarthy
- PSHE / RHE Coordinator – Mrs Katie Morton
- ELSA / Learning Mentor – Mrs Julia McCarthy
- Family Support Worker – Mrs Dianne Finnie
- Attendance lead – Mrs Jo Rowlett

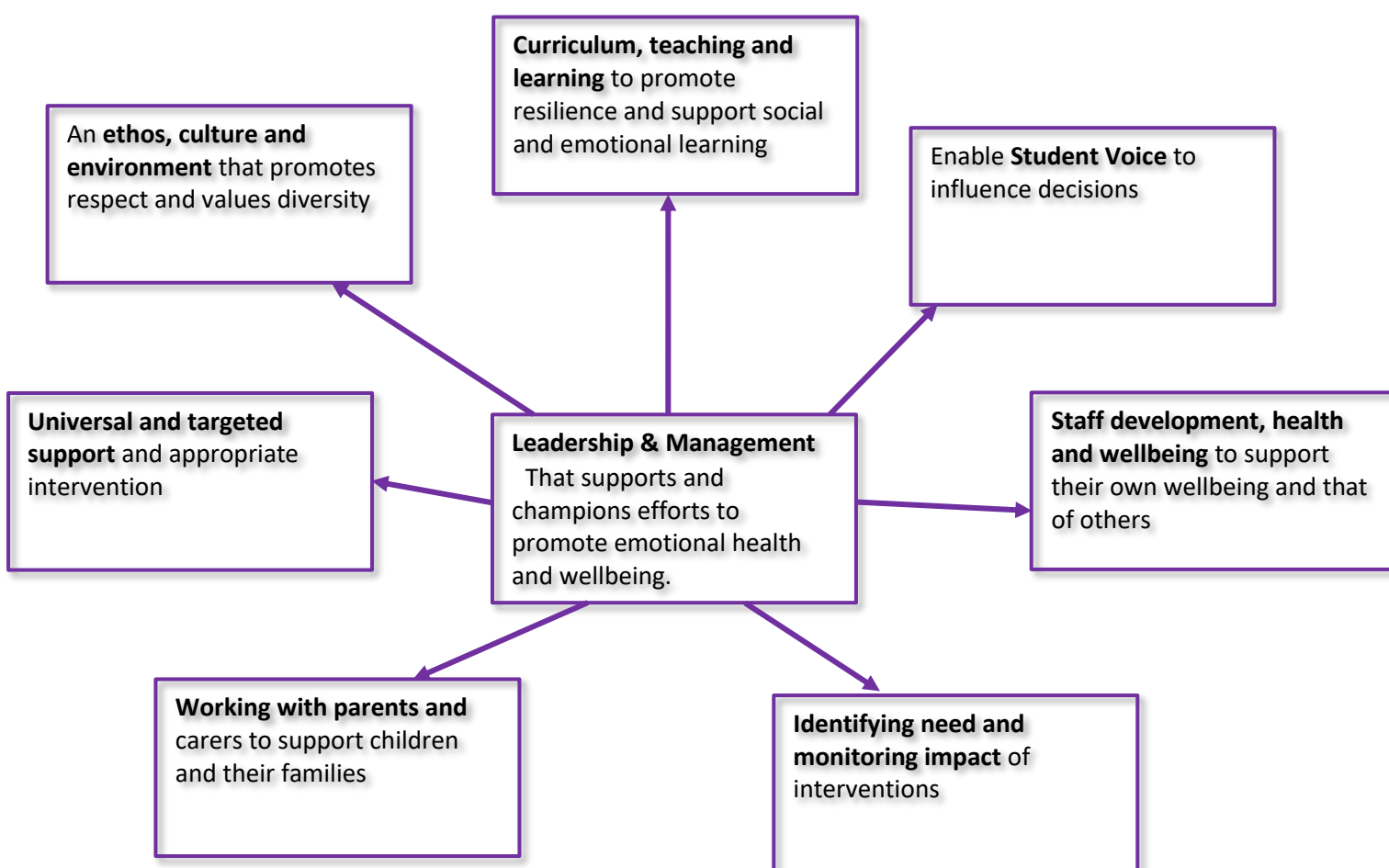
If a member of staff is concerned about the mental health or wellbeing of a pupil, in the first instance they should speak to the SENCo (Mrs Fern Griffiths) or ELSA (Mrs Julia McCarthy). If there is a concern that the student is high risk or in danger of immediate harm, the school's safeguarding procedures should be followed and the DSL, Mrs Jo Rowlett, should be informed.

If the pupil presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary

5. Whole School Approach

We will follow a whole school approach towards promoting positive mental health and emotional wellbeing across the whole school community.

1. Leadership and management
2. Identifying need and measuring impact
3. Ethos, Culture and Environment
4. Student Voice
5. Curriculum, teaching and learning
6. Staff development, health and wellbeing
7. Support
8. Working with parents



6. Teaching about mental health

The skills, knowledge and understanding our pupils need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum. This also includes the Statutory Relationships and Health Education (RHE) curriculum.

We follow the guidance issued by the PSHE Association to prepare us to teach about mental health and wellbeing safely and sensitively.

Pupils are taught to:

- Keep themselves safe
- Understand their own emotional state and be able to safely express how they are feeling
- Challenge misconceptions around mental health
- Develop healthy coping strategies

For more information, see our PSHE curriculum page and policy on our school website at <https://www.southgladepriamry.co.uk/pshe/>

Additionally, we will use lessons as a vehicle for providing pupils with strategies to keep themselves healthy and safe, as well as supporting their friends who are facing challenges.

Our school also promotes positive mental health through:

- assemblies,
- transition programmes,
- circle time,
- worry boxes,
- nurture groups
- wellbeing ambassadors
- ELSA sessions
- Termly wellbeing days focussing on emotions, health and aspirations
- Time to Talk Days
- MHST support worker

7. Identifying Needs and Warning Signs

Our identification system involves a range of processes. We aim to identify pupils with mental health needs as early as possible to prevent things getting worse. This includes:

- Wellbeing Questionnaires
- Worry boxes
- ELSA drop-in sessions
- Observations

Warning Signs

Staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert the lead DSL (Mrs Jo Rowlett) and the ELSA (Mrs Julia McCarthy).

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Lowering of academic achievement
- Change of attitude in lessons
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather or covering parts of the body that they wouldn't have previously
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- Rapid weight loss or gain
- An increase in lateness or absenteeism

Individual Care Plans

When a pupil has been identified as having cause for concern, or has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, then an Individual Care Plan will be offered. The development of the plan will involve the pupil, parents, and relevant professionals.

The pupil's Individual Care Plan will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in the school needs to be aware of the child's condition
- What to do in an emergency

8. Universal Sources of Support

Signposting

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services. Sources of support are displayed around school and on our school website. Our SENCo (Mrs Fern Griffiths) and our ELSA (Mrs Julia McCarthy) are available to provide further information to pupils and parents/carers.

School Based Support

As part of our commitment to promoting positive mental health and wellbeing for all pupils, our school offers support through:

- One to one or group sessions with an ELSA / learning mentor
- a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- raising awareness of mental health and wellbeing through PSHE lessons and assemblies
- making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - ✓ worry boxes
 - ✓ circle time
 - ✓ wellbeing days
- Signposting pupils to sources of online support on our website

- Monitoring pupils' mental health through wellbeing questionnaires
- Providing pupils with opportunities to feedback on mental health and wellbeing and the support offered through pupil voice eg questionnaire, school council
- Offering pupils (where needed) a reduced timetable, soft start or a time-out of class pass
- Providing pupils with an alternative (quiet and calm) lunchtime setting (BIO club) run by the school ELSA
- MHST whole class, small group workshops, 1:1 support and child and parent sessions

Local and External Support

If a pupil's needs cannot be solely met by the internal offer our school provides, we will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP or paediatrician
- CAMHS
- Mental health charities (eg Kooth, Young Minds, MHST, Samaritans)
- Local counselling services

In Nottingham City, there are a range of organisations and groups offering support, including Kooth, MHST, Be U Notts and CAMHS.

These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

Kooth (age 11-25) - <https://www.kooth.com>

MHST (age 5-18) - www.asklion.co.uk/mhstnottingham

Targeted CAMHS (age 0-18) - <https://www.nottinghamcity.gov.uk/information-for-residents/children-and-families/child-and-adolescent-mental-health-services-camhs>

Community CAMHS (0-18) - <https://www.nottinghamshirehealthcare.nhs.uk/pebble-bridge>

Young Minds – www.youngminds.org.uk

Child Line – www.childline.org.uk

Child Bereavement – www.childbereavementuk.org

9. Targeted support

We recognise that some pupils are at greater risk of experiencing poorer mental health. For example, those who are in care, are young carers, have had previous access to CAMHS, are living with parents/carers with a mental illness and those who are living in households experiencing domestic violence.

We ensure timely and effective identification of pupils who would benefit from targeted support and ensure appropriate referrals to support services are made by:

- Providing specific help for those pupils most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Nottingham City Council Children's Services, CAMHS and other agency services to follow various protocols including assessment and referral;
- Discussing options for tackling these problems with the pupil and their parents/carers.
- Providing a range of interventions that have been proven to be effective, according to the pupil's needs;
- Ensuring pupils have access to pastoral care and support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Providing pupils with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.
- Providing pupils with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it;
- Identifying, assessing, and supporting young carers under the statutory duties outlined in the Children & Families Act 2014.

10. Managing disclosures and Confidentiality

Managing Disclosures

If a pupil chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

Staff will follow our safeguarding policy and pass on all concerns to a DSL.

All disclosures are recorded confidentially on the pupil's My Concern profile. When making a record of the disclosure staff will include:

- The name of the member of staff who is making the record
- Name of the pupil(s) involved
- The date, time and location of the disclosure

- The context in which the disclosure was made
- The nature of the disclosure & main points from the conversation
- Any questions asked or support offered by the member of staff

This information may also be shared with our ELSA.

Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret.

If appropriate, before sharing the information disclosed by the pupil, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

We also believe it is important to also safeguard staff's emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents/carers will also be informed, unless a pupil gives us reason to believe that they are at risk by doing so. In this case the safeguarding policy will be followed.

11. Supporting and Training Staff

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their safeguarding training to enable them to keep students safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be offered throughout the year where it becomes appropriate due to developing situations with one or more students. This may include hosting twilight training sessions for key staff around the specific mental health issues that have been identified.

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and well-being. To support with this, we offer staff:

- Access to the PAM Assist counselling service
- Half termly supervision for the school ELSA
- Monthly supervision for the headteacher
- Confidential drop-in sessions with our ELSA

12. Working with parents/carers

We will work with parents / carers to support pupils' mental health by:

- Asking parents / carers to inform us of any mental health needs their child is experiencing, so we can offer the right support;
- Informing parents/carers of mental health concerns that we have about their child;
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is a holistic support for them and their child;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Liaising with parents / carers to discuss strategies that can help promote positive mental health in their child. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners;
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent / carer forums and support groups)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home;

When informing parents/carers about any mental health concerns we have about their child, we will always endeavour to do this face-to-face. However, we acknowledge that sometimes this may need to be a phone call eg in an emergency situation.

We acknowledge that these meetings can be difficult, so we will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, an individual care plan will be created in collaboration with parents/carers (see section 7).

13. Supporting Peers

When a student is experiencing mental health issues, it can be a difficult time for their friends who may want to support but do not know how. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Healthy ways to cope with the difficult emotions they may be feeling

14. Monitoring and Evaluation

This policy will be reviewed every two years as a minimum. The next review date is **24/02/28**

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Mrs Alison Thomas (headteacher).

Any personnel changes will be implemented immediately.

